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ABSTRACT

A brief description is given of a validated National Diffusion Network Developer-Demonstrator project. Project: INSERVICE (Bethalto Community Unit School District No. 8, Illinois) is a comprehensive teacher inservice training program that directly links the enhancement of teaching skills through classroom based inservice training to significant improvement in student academic achievement. The mechanism for accomplishing this change is the use of classroom based inservice training kits. The four separate but interrelated kits provide learning activities designed to assist teachers in fine tuning their use of specific teaching competencies. At this time, 2,000 schools have implemented the project. Examples are presented of school districts which have replicated the project. An appendix presents information on costs and sources of materials for the program. (CB)

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PROJECT:INSERVICE. BRIEF DESCRIPTION

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PROJECT: INSERVICE

Brief Description

Bethalto Community Unit School District #8
322 East Central Street
Bethalto, Illinois 62010

I. PROJECT BACKGROUND

A. Describe the school and community setting in which the project was developed and implememted.

Bethalto, Illinois, is a community of nine thousand located six miles east of Alton, Illinois. Although located in a major industrial area, (Metropolitan St. Louis) Bethalto is formerly rural area now occupied by numerous subdivisions. The communities of Bethalto, Cottage Hills, Forest Homes and Meadowbrook which comprise the school district are essentially residential communities. They are related both to the metropolitan St. Louis area and to rural central Illinois. Many children in the communities are from families who nave moved from Southern Illinois or southeast Missouri in search of employment in local industries. Additionally, a number of residents of the district are employed in professional capacities. Economically, the communities which make up the school district range between lower and middle income levels. Five percent of the students come from families whose annual incomes are below $6,000. Eighty percent of the students are from suburban homes. A total of 22,000 people live in school district boundaries.

The Bethalto Community Unit 8 School District consists of seven attendance centers serving a student population of 3,481. In addition, two parochial schools serve 300 elementary students. Five of the public centers are elementary, there is one junior high and one senior high school. Four of the elementary centers and the junior high qualify as Chapter I, ESEA schools due to the high number of educationally disadvantaged students.

B. Summarize general project activities.

Project: INSERVICE is a performance based In-Service training program designed for teachers of grade K-12. The project is designed to produce cognitive and attitudinal improvements in students through the strengthening of teaching skills.

The basic approach used in Project: INSERVICE is to enhance teacher behavior which, in turn, causes change to take place in student behavior. The mechanism for effecting teacher change is the use of four kits-multimedia, individualized, self-paced, performance based learning packages. Kits are designed to teach specific skills in four complementary areas. A total of sixteen specific teaching skills are developed in the Kits. (See Appendix A).

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Each of the four kits follow the same general format. Teachers are presented with a list of four to six performance based objectives. For each objective numerous multi-media learning activities are provided followed by an assessment in the form of a paper-pencil task, a classroom observation, or micro-teaching on video tape. The kits are bound books containing all material except films and commercially available books.

Teacher participation in the Project: INSERVICE program is voluntary. A teacher may begin work on any of the four kits at any time during the school year (summer included). However, some adopters prefer to have small groups start at a pre-arranged time.

Kits activities vary, but all activities may be accomplished in either the teacher's attendance center or a project office. Activities are designed to take no more than twenty hours of outside preparation to complete an entire kit. This usually requires one semester for completion. Because the kits are selfpaced, teachers vary greatly in the number of days needed to complete acivities, but, even allowing for various reading rates, teachers can complete one kit in twenty hours. Interaction between the teachers and the INSERVICE staff member, "Kit Advisor",takes place at the teacher's convenience (before school, after school, during lunch periods, consult periods, etc.).

C. What elements must the adopting district commit to in adopting the program?

The three Key Elements and seven Essential Characteristics of a IS adoption/implementation are presented below.

Three Key Elements

(1) IS is an inservice training program that focuses upon a set of sixteen teacher behaviors that produce positive achievement and attitude changes in students.The teaching behaviors or competencies are written in the form of performance objectives and specified in the IS kits. The Kits also contain numerous training activities to assist teachers in improving their skill with the use of the teaching behaviors in question. The training activities may be altered or modified by adopters and are not considered basic to the IS program. **Strict Adherence to the teaching behaviors specified in the IS Kits, however, is essential and is a key element in IS adoption.** The teaching behaviors are listed in Appendix A.

(2) **The second key element of the IS program is the provision for the services of a Kit Advisor.** The Kit Advisor is one or more local building-based person(s) that has been trained by the IS staff. The Function of the Kit Advisor is to facilitate the training of fellow teachers using the IS Kits. The Kit Advisor leads small group discussions, secures material, provides feedback and follow-up assistance to teachers as they work through the IS Program.

(3) **The third key element of the IS program is the provision for classroom observation and feedback for teachers as they practice the teaching behaviors specified in the IS kits.** Most teachers had previously used the teaching behaviors specified in the IS Kits, but they were used inconsistently on anunconscious level. IS asks teachers to examine their own behavior and change if necessary. The provision for observation and feedback is critical for two basic reasons:

(a) It is difficult for most of us to see ourselves as we really are.

(b) It is difficult to form new habits, new ways of behaving, without knowledge of how we are changing.

Seven Essential Characteristics

(These characteristics enable IS to monitor the implementation process).

(1) LEA signs IS Adoption Agreement.

(2) LEA identifies a minimum of two teachers per building to participate in IS's four day training workshop. Trainees are designated Kit Advisors.

(3) LEA purchases IS Kits and commercially available materials necessary to implement the program with the numberof participating teachers projected for the current year.

(4) LEA administers the Standardized Achievement Tests and School Climate or Self Inventory to compare pre and post-Project Inservice.

(5) Kit advisors and participating teachers establish time lines for completion of each teacher performance objective for first kit.(Twelve to Eighteen week time frame is required for each Kit).

(6) Eachparticipating teacher and Kit Advisor fills out activity checklist as completed.

(7) Upon completing a Kit each participating teacher fills out IS Teacher Inservice Evaluation form and forwards to Kit Advisor, the Kit Advisor in turn forwards evaluation forms to IS-Bethalto.

D. What educational outcomes can be expected from the adoption of this project?

The mechanism of long-term competency based teacher INSERVICE training produced positive cognitive and attitudinal changes in students. Specifically, as teachers enhance their skills students will:

1. Be active participants in their learing experinces.
2. Learn on an individual basis in order to develop their abilities to the optimum.
3. Demonstrate the higher order thinking skills and processes necessary to acquire and communicate knowledge.
4. Demonstrate a positive self-concept aligned with a positive regard for others.

Educators have, for years, believed that there is a strong correlation between attitudes and cognitive behavior. Project: INSERVICE proves that improvement in teaching skills results in improvements in student learning and student attitude regarding self and school. See the section on Replication examples which follows.

E. COSTS FOR IMPLEMENTATION OF PROJECT: INSERVICE

The expenditures associated with adopting/adapting the INSERVICE program will vary depending upon personnel and services presently available in local districts. The following is a list of items which should be considered when estimating the costs for your district.

Materials. Multiple copies of various professional books as well as single copies of films and filmstrips are necessary to implement the program. A district with 100 teachers would expend approximately fifteen hundred dollars ($1,500.) for materials, all of which are non-consumable. To estimate the expenditures for your district use this formula: (See Appendix B for specific items.)

Film, filmstrips, cards, transparencies plus number of teachers to be trained times cost of various books = Estimated Cost.

$500. plus number of teachers to be trained times $12.00 = Estimated Cost.

Materials Option. Many smaller districts have indicated that the cost of start-up materials for adopting the program is more than their district can afford. Project: INSERVICE has therefore developed alternative learning activities to take the place of the commerical films and filmstrips used in the program. By doing so, a district with 1-30 teachers could purchase the necessary start-up materials for approximately eight hundred-sixty dollars ($860.00)

Training INSERVICE Specialists / Kit Advisors. The costs of training Kit Advisors of adopting districts consists of expenses incurred in travel, lodging and meals and/or released time.

Adopting districts that desire training to take place at their site should allow for travel, lodging and meal expenses for a member of the INSERVICE staff.

Training sessions will vary in length depending on the number of kits the adopter plans to implement. One (1) person can be trained in the use of one kit in two days or all four kits in five days. Kit Advisors should be trained in all four kits.

Teachers on part-time assignment, supervisory personnel, guidance counselors, psychologists, etc., can function effectively as INSERVICE Specialists. Ideally, Kit Advisors would have their school responsibilities adjusted to enable them to work with trainees.

EXAMPLES OF SCHOOL DISTRICTS REPLICATING
PROJECT: INSERVICE

TALLADEGA COUNTY SCHOOLS

The following information was taken verbatim from the Talladega County Schools, Talladega, Alabama final report on Project: INSERVICE Training to the Alabama Department of Education.

Talladega County Board of Education adopted the program as the major inservice thrust in our school district between 1978 and 1982. Two primary needs had been identified: 1) To increase the rate of academic growth among students which included a decrease in the dropout rate and an increase in attendance (Talladega County Schools scored below the national norms on the California Achievement Tests). 2) To stregthen teaching skills among staff members on an organized long term basis. Both of these major objectives were met.

Project: INSERVICE produced a positive shift in self concept or self respect at each grade in our schools.

COMPARISON OF COOPERSMITH SELF-ESTEEM INVENTORY
OCTOBER 1979 -- APRIL 1982
T-TEST OF DIFFERENCE BETWEEN MEANS OF INDEPENDENT GROUPS - RAW SCORES

	OCTOBER 1979				APRIL 1982				
GRADE	# OF STUDENTS	MEAN	S.D.	%ILE	# OF STUDENTS	MEAN	S.D.	%ILE	t
5	780	56.1	13.6	28	772	64	14.1	48	11.2**
7	724	57.1	14.0	30	736	63	13.8	43	11.1**

*p < .01
**p < .001

The dropout rate saw a 20% reduction over the last three years. In all four of the participating hign schools, teachers and administrators attribute this change to the PATL program.

	1978 - 1979 BASELINE	1979 - 1980	1980 - 1981	1981 - 1982
DROPOUT	226	184	186	179

In corresponding fashion the rate of attendance has increased. Whereas, many school districts have experienced a drop in daily attendance rate, the schools in Talladega County have seen an increase.

The chart below demonstrates the increase in rate of cognitive growth among Talladega County students during the period 1979-1982. The State adopted 1977 Edition of the California Achievement Test was used for pre- and posttest data collection, and the data was pooled by school in making the comparisions.

TALLADEGA COUNTY BOARD OF EDUCATION
COMPARISON OF CALIFORNIA ACHIEVEMENT TEST -
READING VOCABULARY AND COMPREHENSION
APRIL 1979 - APRIL 1982
T-TESTS OF MEANS BETWEEN RELATED DATA - RAW SCORES

GRADE	# OF SCHOOLS	# OF STUDENTS 79	# OF STUDENTS 82	APRIL 1979 MEAN RAW SCORE	APRIL 1979 MEAN GRADE EQUIV.	APRIL 1982 MEAN RAW SCORE	APRIL 1982 MEAN GRADE EQUIV.	t
1	12	716	681	26.00	1.56	32.00	1.94	2.69***
2	12	789	751	48.25	2.50	54.25	2.87	2.51***
4	12	724	729	34.58	4.01	41.66	4.49	2.70***
5	11	779	770	29.54	5.14	33.09	5.62	1.59**
7	8	720	734	29.00	6.90	31.12	7.31	.94*

***p < .01 **p < .10 *p < .15

The data indicates a positive shift in each of the grades tested. Grade 1, 2, and 4 indicate significance at the .01 level and grades 5 and 7 indicate a trend of improvement that is well beyond chance. The Positive Attitude Toward Learning Program has been effective among the students of Talladega County.

In addition to the student measures, teachers were surveyed to determine their feeling of skills development in this major inservice undertaking. The material described below outlines teacher pre- post-results.

The TIAS (Teacher Instructional Activities Survey) measures teachers' satisfaction and gratification with their work in schools and with students. The instrument was developed and validated by Nolen E. Hatcher, Ed. D., and other education department staff at Troy State University, Troy, Alabama. The TIAS provides the sub-scales and a total, measuring the teachers' feeling of success for each area. The information was drawn from Dr. Hatcher's report.

TEACHER INSTRUCTIONAL ACTIVITY SURVEY
SUMMARY OF PRE- AND POST-TEST MEANS FOR
COMBINED SCHOOLS, SPECIFIC ACTIVITIES
N = 147 TEACHERS, PRE-POST

ACTIVITY	PRE-TEST MEAN	PRE-TEST S.D.	POST-TEST MEAN	POST-TEST S.D.	t
#4 Rel.w/Parents	10.16	1.70	11.64	1.55	3.78*
#1 Plan Curric.	8.34	0.80	9.33	0.66	3.33*
#8 Improve Skills	11.30	0.61	18.21	1.33	3.31*

*p < .05 **p < .01

B.2. REPLICATION DATA

PINE GROVE AREA SCHOOLS, PINE GROVE, PA.

The State of Pennsylvania Department of Education with the assistance of Educational Testing Service developed a statewide testing program in 1971. The program is called Educational Quality Assessment (EQA). The program includes tests for student self concept of learning and the development of the basic skills. Results are reported as means raw scores and reported as statewide percentiles. Project: INSERVICE Training and implementation began in summer 1976 and continued through 1980. 89 out of 104 teachers actively participated in the program. Testing was completed on the same students three years after the program was first implemented in all of the Pine Grove Schools.

COMPARISON GROUPS	EQA PRE-TEST			EQA POST-TEST		
5th Grade to 8th Grade	April, 1976			April, 1979		
N = 138 N = 150						
Pine Grove Self Esteem (EXP)	RS 75.1	%ile 48		RS 61.5	%ile 90	
Statewide Self Esteem (CONT)	75.5	50	SD 4.71	57.8	50	SD 2.49
Positive Change in Terms of z:		-0.06	to		1.49	p>.01
8th Grade to 11th Grade						
N = 116 N = 130						
Pine Grove Self Esteem (EXP)	RS 70.86	%ile 62		RS 62.8	%ile 99	
Statewide Self Esteem (CONT)	70.1		SD 2.95	58.2		SD 2.14
Positive Change in terms of z:		0.27	to		2.13	p>.01
5th Grade to 8th Grade						
N = 138 N = 150						
Pine Grove - Reading/Verbal Skills	RS 18.63	%ile 65		RS 30.28	%ile 90	
Statewide - Reading/Verbal Skills	17.53		SD 2.37	27.83		SD 2.89
Positive Change in terms of z:		0.46			1.12	p>.01

Comparison Groups	EQA Pre-Test April, 1976			EQA Post-Test April, 1979		
8tn Grade to 11th Grade N = 116 N = 130	RS	%ile		RS	%ile	
Pine Grove - Reading/Verbal Skills	16.96	93		30.88	97	
Statewide - Reading/Verbal Skills	14.74	50	SD 1.92	25.44	50	SD 2.84
Positive Change in terms of z:		1.12		to	1.26	p>ns

All four comparisons demonstrate signficant favorable growth both in terms of selfesteem and in terms of cognitive growth as measured by reading/ verbal skills. Project: INSERVICE WORKS!

In summary these two long term internalized, inplace adoptions indicate clearly the the Project: INSERVICE performance based teacher inservice program produces positive results. Students attitudes and acedemic achievement increased far beyond chance.

APPENDIX A

KIT OBJECTIVES

The following is a list of the Terminal Teacher Behaviors expected upon the completion of Project IS Kits.

ACTIVE INVOLVEMENT

The teacher will:

1. Demonstrate skill in conducting a classroom discussion in which students talk a minimum of 50% of the interaction time.

2. Demonstrate a class discussion during which the following criteria are met:

   a) Student's questions and answers are positively reinforced a minimum of 75% of the time.

   b) Students talk a minimum of 70% of the discussion time.

   c) At least 3 students spontaneously initiate discussion.

   d) Ninety Percent of teacher statements fit on the left side of the IS Discussion Feedback Form.

3. Demonstrate a small group learning situation which meets or exceeds the following criteria within a 30 minute observation:

   a) Students are able to state the objective of the group activity.

   b) Groups are made up of 5 - 8 members.

   c) Sociometric guidelines are used to establish group makeup.

   d) Each group member can define his/her specific assignment within the group with 90% accuracy.

   e) A selected group is on task 80% of the time.

   f) The teacher interacts with a specific group no more than 15% of the time.

   g) All members of specific group participate.

   h) No member of a specific group is ignored by the group.

4. Develop and demonstrate an activity which involves simulation and/or manipulative device. The objectie must meet the criteria of the simulation check list on page 52 and the criteria spelled out in objectives 2 and 3. (Pages 5 and 8).

CLASSROOM COMMUNICATION AND MANAGEMENT

Upon completion of this Kit you should be able to:

1. Display comprehension of the characteristics, growth, and development of self-concept by answering 80% of the items of a project - staff designed proficiency examination.

2. Demonstrate your skill in the use of reinforcement skills by using positive reinforcement at a ratio of 3 to 1 to negative reinforcement and by identifying correctly 90% of thetype of reinforcement skill demonstrated in a 30 minute observed experience in your classroom.

3a. Apply the Dreikur's Encouragement and Consequences Models at a 75% level of proficiency (a) in four classroom applications described to a project staff member or (b) on a staff designed proficiency examination.

OR

3b. Apply the principles of behavior analysis in a step by step examination of two behaviors in your classroom which you would like to change and follow this up by modifying the two behaviors in your classroom.

4. Display comprehension at the 80% level of proficiency of the general concepts of Dr. Haim Ginnott's book, Teacher and Child, as measured by the IS Criteria for Assessment.

5. Finally, successfully apply the IS Communication Model (90% proficiency0 and the Reinforcement Model (3 to 1 Postive to Negative Ratio) in three one-half hour classroom situations to be observed and assessed by project staff and building principal using the IS Criteria for Assessment Form.

INDIVIDUALIZED INSTRUCTION

After completing this Kit you will be able to:

1. Objectively evaluate, within approximately two minutes, whether the reading level of a given book is too difficult for target group students in your classroom.

2. Construct learning objectives, stated in behaviorial terms, in a subject matter area you are teaching.

3. Develop a list of learning objectives which you feel would be appropriate for students in your classroom. The list of objectives should be of sufficient scope to cover approximately six weeks work in a subject matter of skills area.

4. Demonstrate your ability in the use of positive reinforcement techniques by making not less than 80% of your reinforcers positive during a video taped session in your classroom.

5. Write and implement an instructional plan for each of ten (10) learning objectives which satisfies the criterialisted in Enclosure No. 6.

PROCESSES OF LEARNING

When you have completed this kit you will be able to dothe following:

1. Prepare measurable instructional objectives which name condition, performance, and proficiency criteria.

2. Construct a minimum of five questions for each of the three productive thinking Operations.

3. Accept 70% of student's ideas and feelings.

4. Demonstrate skill in promoting student involvement in total classroom discussion by limiting teacher talk to no more than 60% of total classroom interaction time.

5. Prepare and teach to your class a lesson in which 50% of your questions promote productive thinking.

6. Demonstrate skill at using an inductive or discovery teaching strategy by conducting a lesson in which the students generalize on the basis of evidence provided by the teacher. 50% of your questions should promote productive thinking.

7. Demonstrate skill at using inquiry teaching strategies by conducting a lesson in which the teacher acts as a resource person, primarily answering yes or no to non-theory questions, verbally reinforce questions which seek specific facts, allows students to ask as many questions as they wish, and encourages students to formulate theories. 50% of the teachers asked questions should promote productive thinking.

APPENDIX B

Implementation Cost by Kit Area

Figures in parenthasis refer to implementing each Kit area with twenty teachers for total of 100 teachers.

Please fill in the number blank on the left and the cost blank on the right for the number of teachers to be involved in Project: INSERVICE this year in your district.

	AWARNESS PRESENTATION			**COST**
_____	*Awarness Transparancies and Script		(3.00)	_____
	CLASSROOM COMMUNICATION AND MANAGEMENT			
____	*(20) Classroom Communication and Management Kits	$6.00	(120.00)	_____
____	*(1) Classroom Communication and Management Kits Leader's Manual - INSERVICE	9.00	(9.00)	_____
	BOOKS			
_____	(20) Teacher and Child BMI	2.80	(56.00)	_____
_____	(3) Between Parent and Teenager BMI	2.80	(8.40)	_____
_____	(3) Between Parent and Child BMI	2.80	(8.40)	_____
_____	(10) Modifying Classroom Behavior-Research Press	8.95	(89.50)	_____
_____	(2) Reflecting Feelings - Budget Printing	5.95	(11.90)	_____
_____	(1) Who Did What To Whom - Leaders Guide	9.95	(9.95)	_____
	VIDEO/FILMSTRIPS/CASSETTES			
_____	(1) IALAC - Argus Communication	29.95	(29.95)	_____
_____	*(1) Mixed Sequences Learning Experience #26	19.95	(19.95)	_____
____	*(1) Learning Experience 27 & 30 Cards	2.00	(2.00)	_____
_____	*(1) Who Did What To Whom Cards	2.00	(2.00)	_____
___	*(1) Reinforcement # 101	3.00	(3.00)	_____

One and one half days of training would be required for Kit Advisors in this Kit Area.

KIT TOTAL $373.05 _____

PROCESSESS OF LEARNING

_____*(20)	Processes of Learning Kits	6.00	(120.00)_____
_____*(1)	Processes of Learning Leaders Manual	9.00	(9.00)_____

BOOKS

_____(7)	Preparing Instructional Objectives Fearon Publishers	9.95	(69.65)_____
_____(9)	Developing Teacher Competencies Prentice Hall	3.95	(35.55)_____
_____(3)	Ah Hah! The Inquiry Process of Generating and Testing Knowledge - Scott Foresman	12.95	(38.85)_____

CASSETTE

_____*(1)	Reinforcement #101	3.00	(3.00)_____
_____*(1)	Inductive Teaching Example	3.00	(3.00)_____

One day training would be required for Kit Advisors in this area.

KIT TOTAL $279.05____

INDIVIDUALIZED INSTRUCTION

____*(20)	Individualized Instruction Kits	6.00	(120.00)_____
_____*(1)	Individualized Instruction Leaders Manual	9.00	(9.00)_____

BOOKS

____(9)	Developing Teacher Competencies - Prentice Hall	3.95	(35.55)_____
____(7)	Preparing Instructional Objectives Fearon Publishers	9.95	(69.65)_____

One half day of training would be required for Kit Advisors in this area.

KIT TOTAL $234.20_____

ACTIVE INVOLVEMENT

_____*(20)	Active Involvement Kits	6.00	(120.00)	_____
_____*(1)	Active Involvement Leader's Manual	9.00	(9.00)	_____

BOOKS

_____(10)	Schools Without Failure - Harper Row	3.37	(33.70)	_____
_____(2)	Maintaining Sanity in the Classroom Harper Row	16.50	(33.00)	_____
_____(20)	Group Processes in the Classroom William C. Brown Company	12.80	(256.00)	_____
_____(1)	Communication in the Small Group Bobb-Merrill Company	5.00	(5.00)	_____
_____*(1)	Learning in the Small Group	N/C	N/C	
_____*(5)	Discussion Skills	3.00	(15.00)	_____
_____(5)	Reflecting Feelings - Budget Printin	5.95	(29.75)	_____

CASSETTE

_____*(1)	Active Involvement #105	3.00	(3.00)	_____

One day of training is required for Kit Advisors in this Kit Area.

KIT TOTAL $504.45_____

TOTAL MATERIALS FOR 100 TEACHERS $1390.75

TOTAL FOR LOCAL DISTRICT _____

ONLY THE ITEMS DENOTED WITH AN ASTERISK SHOULD BE ORDERED FROM PROJECT: INSERVICE. THE REMAINDER OF THE MATERIALS WILL HAVE TO BE ORDERED FROM THE PUBLISHERS. THEIR ADDRESSES ARE ON THE LAST PAGE OF THIS FORM.

These Items are Purchased Through

Project: INSERVICE
322 East Central
Bethalto, IL 62010

* Active Involvement Tape #105
* Active Involvement Kits
* Classroom Management and Communication Kits
* Processes of Learning Kits
* Individualized Instruction Kits
* Mixed Sequences Slides and Cassettes
* Reinforcement Tape #101
* Learning in the Small Group (booklet)
* Awarness Transparencies and Script
* Discussion Skills

ADDRESSES OF PUBLISHERS

BOOKS	PUBLISHERS
Communication and the Small Group	Bobbs Merrill Pub. Co. 4300 W. 62nd Street Indianapolis, IN 46268
Ah Hah! Inquiry Process of Generating and Testing Knowledge	Scott Foresman 1900 East Lake Ave. Glenview, IL 60025
Group Processes in the Classroom	William C. Brown Co. Dubuque, Iowa 52001
Teacher and Child	BMI Education Service Bay Press Road Dayton, NJ 08810
Between Parent and Teenager	BMI Education Service
Between Parent and Child	BMI Education Service
Reflecting Feelings	Budget Printing 2715 Corner Ct. Alton, IL 62002
Preparing Instructional Objectives	Fearon Publishers Lear Giegler Inc. Education Division Belmont, CA 94002
Schools Without Failure	Harper-Row Publishing Keystone Industrial Park Scranton, PA 18512
Maintaining Sanity in the Classroom	Harper-Row
Developing Teacher Competencies	Prentice Hall Attn: Mail Order Division 200 Old Tappan Rd. Old Tappan, NJ 07675
Modifying Classroom Behavior	Research Press 2612 N. Mattas Ave. Champaign, IL 61820
Who Did What To Whom	Research Press
Simulation Games in Learing	Sage Publications 275 S. Beverly Ave. Beverly Hills, CA
IALAC	Argus Communication 7440 Natchez Ave. Niles, Il 60648